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ABSTRACT

An elementary-level learning activity packet helps students develop self-awareness. Activities such as poems, crossword puzzles, collages, and writing exercises focus on pride, self-control, self-confidence, individual characteristics, friendship, likes and dislikes, and emotions. Suggestions are provided for using this packet as part of a contract learning unit. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

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ED240404

THE INTRODUCTION OF CAREERS IN THE INTERMEDIATE GRADES

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CE 800 103

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SUGGESTIONS FOR A CONTRACT FOR CAREER EDUCATION

Each student will be expected to...

1. Turn in a booklet on Self and Careers on _____ (Date).

   Most activities will be done in class, but there are some family and career information that will be done at home.

   CHOOSE ONE OF THE FOLLOWING TO COMPLETE FOR YOUR CLASS PROJECT:

   a. Use a magazine; find pictures and titles you feel represent you. (Activities in which you participate, information about family, home, school, and community.) Make a collage.

   b. Make a scrapbook of different occupational clusters. Label the clusters. Try to make it complete.

   c. Make a collage with magazine pictures to show producers of goods and producers of services.

   d. Choose one of the 15 Job Clusters and select an occupation, skilled or unskilled. Write a report telling the education or training needed and personal traits necessary.

   e. Make a collection of pictures of leisure time activities. Then for each picture, make a list of occupations involved in helping to provide these activities for others.

2. Bring in pictures and articles from magazines and newspapers on careers, jobs, the World of Work, Education, etc., to be used for collages and bulletin boards.

3. Participate in Career Hat Day and/or Dress-Up Day. Find a hat or clothes of a career and wear it that day.

CONTRACT AGREEMENT

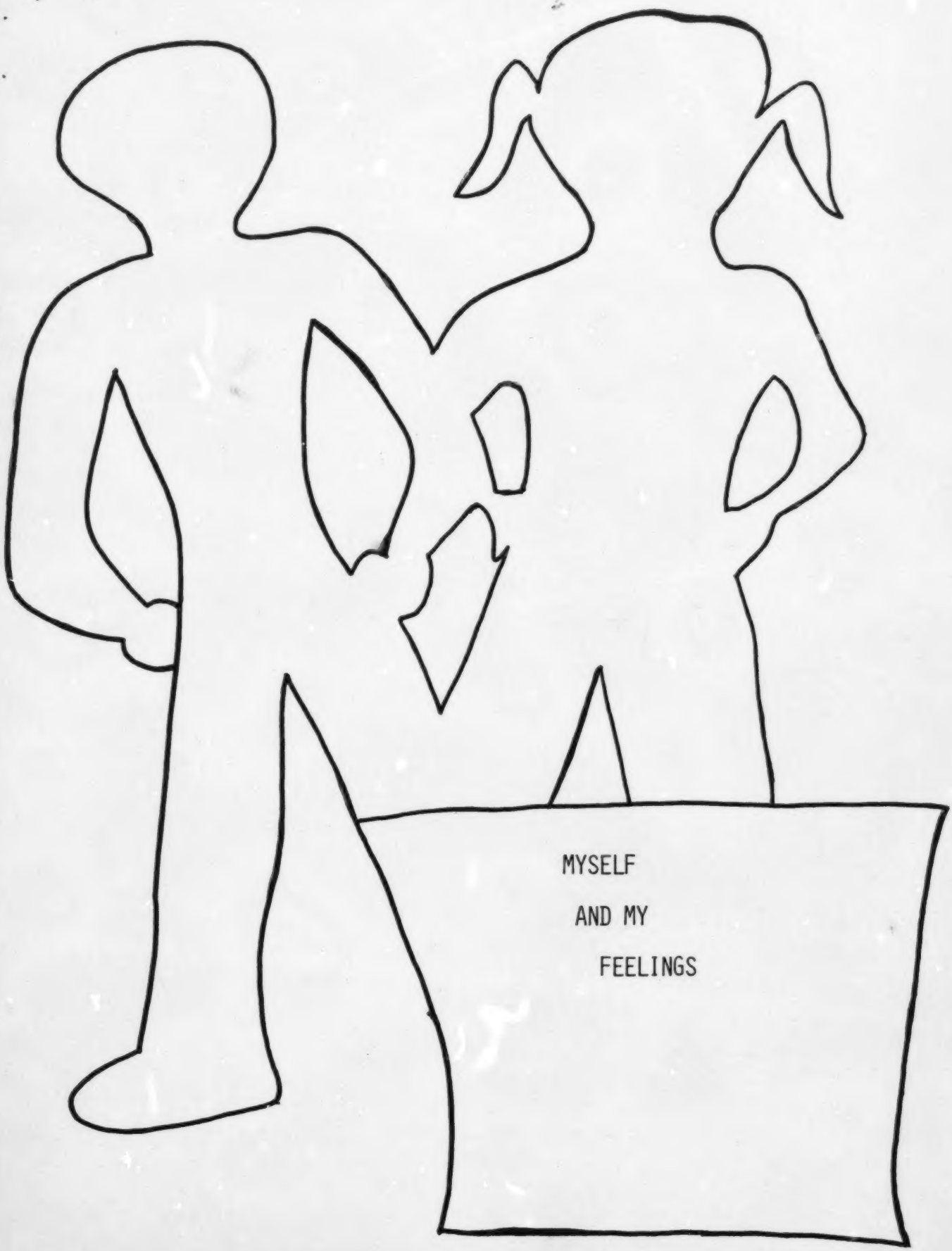
NAME _____ DATE _____

FOR CAREER EDUCATION I WILL DO _____

I WILL DEMONSTRATE WHAT I DID BY _____

I WILL COMPLETE IT ON _____

DATE COMPLETED _____ I✓ _____


MYSELF
AND MY
FEELINGS

ME

SECTION I. Exploring Me

CONCEPT:

Physical Awareness
To develop awareness and pride in physical characteristics

ACTIVITY: "Mirror Mirror..."

MATERIALS NEEDED: Mirror

PROCEDURE: Discuss with the group the idea of taking pride in how we look. Pass the mirror around and have each child look at himself. Then have each child state one physical characteristic that they're proud of - that they like. Afterwards, discuss whether or not it was difficult to say something positive about their features, etc.

ACTIVITIES:

Fill out sheet on "Me" (worksheet)
Self-Collage (on mirror) (worksheet)

CONCEPT:

Social Awareness
To develope awareness of individual behavior - in regard to how others are treated.

ACTIVITY: Nice Things

MATERIALS NEEDED: Box

PROCEDURE: Discuss with the group the idea that often times we are unaware of our actions, and the effect on others. Explain to the group that they will be keeping a "Nice Things" box - each time someone in the homeroom does something which they feel is "nice", they should write this down and put it in the box to be shared at another session.

ACTIVITY:

Stapel "Understanding Yourself" sheet in front of folder to check each day.

ME

DATE _____

I AM _____ INCHES TALL.

I WEIGH _____ _____POUNDS TODAY.

I HAVE _____EYES AND _____HAIR.

MY SHOE SIZE IS _____.

I WEAR _____.

(GLASSES, BRACES, ETC.)

SOME OF MY FAVORITE FOODS ARE _____

_____

_____.

MY THUMB OR FINGERPRINT:

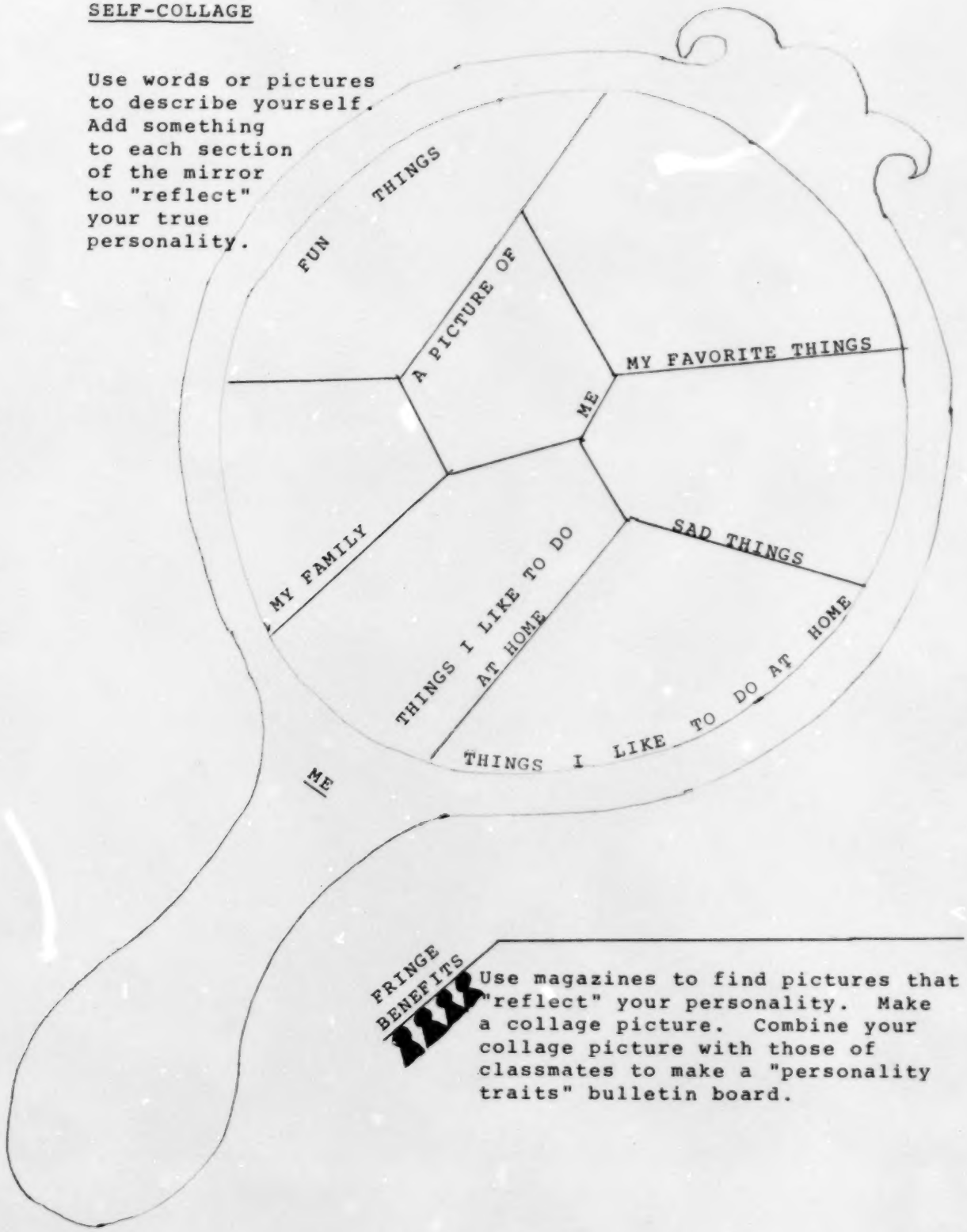
_____

IT IS UNIQUE AND SO AM I.

MY NAME IS _____

SELF-COLLAGE

Use words or pictures to describe yourself. Add something to each section of the mirror to "reflect" your true personality.



FRINGE BENEFITS

Use magazines to find pictures that "reflect" your personality. Make a collage picture. Combine your collage picture with those of classmates to make a "personality traits" bulletin board.

UNDERSTANDING YOURSELF

Self-control Chart

Check yourself for one week and see how often you lose control of yourself. Did you improve in self-control this week?

	Mon.		Tues.		Wed.		Thurs.		Fri.	
	yes	no	yes	no	yes	no	yes	no	yes	no
1. I lost my temper.										
2. I spent my money wisely.										
3. I envied another person and said bitter things.										
4. I planned to get even with someone.										
5. I resented advice.										
6. I hit someone.										
7. I hurt someone's feelings.										
8. I was rude to my mother, father, or teacher.										
9. I used physical exercise to overcome my anger.										
10. I quarreled and wouldn't made up.										
11. I was grouchy.										
12. I told a falsehood about something that happened in order to get sympathy.										

I CAN

CONCEPT:

To develop more positive feelings about self.

ACTIVITY:

Film, "Yes, I Can" (15 minutes)

ACTIVITY: "I Can"

Material needed: magazines, paper, glue, scissors per student

PROCEDURE:

Have students write "I Can" at the top of their paper and then cut or draw a picture of something they can do. Share and post in room.

REMEMBER:

To check "Understanding Yourself" sheet.

I CAN

OBJECTIVE:

The learner assesses his individual characteristics and their relationship to his own school and community.

POEM - Which Me is Me? by Mary Kay Fairfield, in student folder. Discuss:

Why do you think this poem was written?
What does this poem have to do with you?
What is the person in the poem trying to tell you?
Are you more than one me?

ACTIVITIES:

Worksheets on "Understanding Yourself" # 1 - 6

Help create an awareness in the students of themselves.

Case Studies: "Understanding Yourself" sheet with two case studies. Read and discuss with students.

Checksheet: Discuss the check sheet in student folder. Did they improve during the week?

WHICH ME IS ME?

The person I live in,
The person who's me,
I think that I know him
What I want him to be...

I think that I know him
This person who's me,
But sometimes I wonder...
Who really sees me?

When we get together
When you look at me,
Is the person you find there
The same one I see?

Do you know when I'm frightened
Or worried or sad?
Can you tell why I'm laughing
Or crying, or glad?

I want you to see me,
To like me, to know
How I feel, what I long for
What I'm trying to show.

But maybe I'm afraid
You'll laugh when you see
This person I think you
Believe to be me.

And how many "me's" are
There here, deep inside?
The ones that I show you,
The faces I hide.

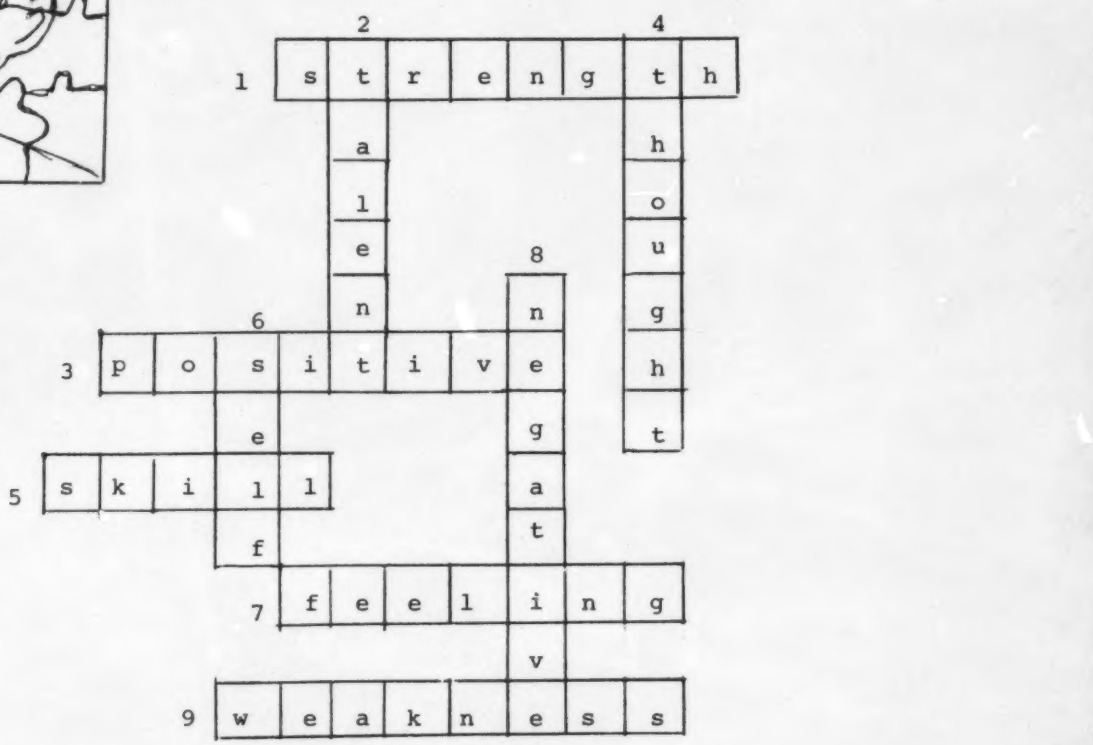
With all of these questions
I'm searching, you see,
For the person I'm wanting,
Someday, to be me...

--Mary Key Fairchild

PUZZLING SELF

Use these words to fill in the blanks below.
Write the words in the correct puzzle boxes.

weakness	positive	talent
skill	self	feeling
negative	thought	strength



ACROSS

1. Something I am good at doing is a _____.
3. When I feel good about something, my feeling is _____.
5. Something I have learned to do is a _____.
7. My attitude toward a situation is a _____.
9. Something I have trouble doing is a _____.

DOWN

2. A natural ability is a _____.
4. An idea I have about a topic is a _____.
6. I am my _____ and I have a name.
8. When I feel bad about something, my feeling is _____.

Fringe Benefits

_____

Give an example for each puzzle statement.

UNDERSTANDING YOURSELF

(Your Friendships)

Answer "Yes" or "No".

1. Do you really like your friends? _____
2. Are you happy when they do well? _____
3. Do you feel that you are better than your friends? _____
4. Do you defend your friends? _____
5. Do you help your friends when they are in trouble? _____
6. Do you keep secrets? _____
7. Do you respect your friends' beliefs? _____
8. Do you keep your promises? _____
9. Do you apologize sincerely when you've made a mistake? _____
10. Do you do kind things? _____
11. Would you like more friends? _____
12. Do you work at keeping old friends and making new ones? _____

FEELINGS ABOUT OTHER PEOPLE

Check the sentences which tell how you feel about yourself and others.

_____ No one else ever has the troubles that I have.

_____ I have friends.

_____ I do the best I can everyday.

_____ People talk about me.

_____ I can do some things well.

_____ I can help people by being friendly to them.

_____ I can help other people.

_____ My family loves me.

_____ People are not trying to hurt me.

_____ The way in which I think is not always best.

_____ There are some things I cannot do.

Things you should understand about People:

1. People want friends.
2. Most people do the best that they can.
3. Most people want to help others.
4. Everyone needs help at some time.
5. All people have choices to make.
6. All people have trouble at some time.
7. All people make mistakes sometimes.
8. ALL PEOPLE ARE DIFFERENT!

YOUR PERSONALITY

This test is to help you diagnose your own strengths and weaknesses so that you can work to improve your personality.

Think about each statement, then check it under one of the headings at the right. You need not show your rating to anyone else. The more checks that fall under "Always" or "Usually", the better your score. But don't be discouraged if you can't give yourself a good score; just begin to work to change yourself where you need to change.

	Never	Sometimes	Usually	Always
1. I try to get recognition in ways that are approved at school.				
2. I feel comfortable with people and enjoy their company.				
3. I feel that people are friendly to me.				
4. Others seem to be happy to have me in their groups.				
5. At home I try to consider the wishes and interests of others.				
6. I try to help others have a good time.				
7. I say good things or nothing about other people.				
8. I like the community we live in.				
9. I feel I can trust those about me.				
10. I satisfy my desires for new experiences in ways that my parents approve.				

WHAT I LIKE TO DO

Put a check mark in the column which states how you feel.

I LIKE TO:	often	sometimes	seldom
1. be outdoors			
2. be indoors			
3. draw pictures			
4. talk to people			
5. work alone			
6. work with people			
7. work with my hands			
8. try new things			
9. help others			
10. make people happy			
11. collect things			
12. read books			
13. work with numbers			
14. work with machines			

WHAT DO YOU KNOW ABOUT YOURSELF?

COMPLETE THE FOLLOWING SENTENCES:

I feel great when _____

_____

_____

I am best at _____

_____

_____

I work best when _____

_____

_____

I play best when _____

_____

_____

I like people when _____

_____

_____

I feel sad when _____

_____

_____

Discussion: (Oral) Do you think your responses will be the same next year as they are today?

Discuss the value of an inventory.

Write a paragraph on: "Why My Personal Characteristics and Preferences Are Important".

What are "preferences"?

What are "Characteristics"?

UNDERSTANDING YOURSELF

Here are two case studies for you to read and use as discussion material. Students could play the various roles as these cases are explained.

Pete and Emery have a problem. Some of the fellows in their group decided that they would take horns and lights from bicycles and hub caps and radiator caps from cars. Skipper, the one who started the idea, knew a man on the other side of town who would give them a good price for whatever they could find. Skipper said that if they were careful and worked fast, they could get "a lot of stuff" and still be home by 10 o'clock, and parents wouldn't suspect anything. "And," said Skipper, "just think of all the extra money we'll have."

Pete and Emery didn't like the idea. They tried to tell the group it wasn't right. "Plenty of fellows have been caught doing that," and "Let's forget about it," were their replies to the idea.

But the rest of the group thought it would be easy to do. "After all, it was all right if nobody else found out, wasn't it?" they said.

The fellows were angry because Pete and Emery wouldn't go along with the plan. One of them said, "We let you in on a good thing, and now you won't go along with us. You're not loyal, and you can't be in this gang anymore."

Maybe this has never happened to you and never will, but what would you do in this situation? You have to understand yourself and make decisions such as this one for yourself.

Miss Thompson was giving a spelling test. Everyone in class bent over his desk writing the words as she pronounced them. Mike noticed that his best friend, Dave, who sat in the seat across from him, was making unusual movements. He looked over and saw Dave glancing down at a small paper that lay on his seat - a paper he was trying to keep hidden.

After class Mike asked Dave about the paper. Dave admitted cheating. He said, "I didn't have time to study last night. I went to a basketball game."

When the papers were handed out, Dave had the best score in the class. The teacher praised Dave for his excellent grade. Mike was worried and hurt. Should he tell on Dave?

What would you do in this situation? How might the teacher react? What should Dave do?

ACTIVITY: "Nice Things"

MATERIALS NEEDED:

"Nice Things" slips of paper from box

PROCEDURE:

Share slips that were written, and discuss what students learned about some of their behavior. To go along with this discussion have a Magic Circle discussion on Something that Made Me Happy Today-------- (Most want to continue this positive activity another week).

ASSIGNMENT:

Bring for next class an "I Used to Be" item. Any object which tells something about their growth.

ACTIVITY: "I Used to Be"

MATERIALS NEEDED:

Objects brought in by students which relate something about their physical growth. (example: baby picture, something they've outgrown, something they can lift now but formerly couldn't, etc.)

PROCEDURE:

Have students share their items - then have a general discussion about ways in which they have grown and changed. Discuss physical changes, then emotional changes from infancy to adolescence.

"THAT'S ME"

STEP 1 - Have eac student complete "That's Me" Worksheet.

STEP 2 - Divide the class into small groups and assign each group 10-15 words from the list. Ask the group to think of jobs and/or work related situations where each characteristic might be an asset or detriment.

Have each group report to the class.

If time permits write a description of "Me" (Self) paper telling hair, eyes, etc. This helps create an awareness in the students of themselves. (Could be completed in English class)

EXPLORING ME

To be able to explore the "world of work" in a way that has meaning for you, you first need to be aware of what you think of yourself - "That's Me" - and how you feel about some things - "My Feelings".

"THAT'S ME"

DIRECTIONS: Read the list of words below. Be honest and fair with yourself. This is not how other people see you, but your private, personal feelings about you!

artistic	short	outspoken	dishonest
dishonest	bossy	two-faced	smart
careful	moody	quiet	clumsy
husky	talented	petite	religious
competitive	peaceful	selfish	clever
mean	stubborn	responsible	slim
well-built	skinny	charming	unhappy
mature	happy	busy	proud
well-dressed	useful	tall	wise
shy	polite	frightened	loud
heavy	slow	sloppy	loyal
kind	funny	organized	accepting
loving	athletic	honest	complaining
narrow-minded	forgetful	firm	jealous
unselfish	mouthy	gentle	alone
muscular	hard-working	afraid	conceited
good-humored	merry	sad	lazy
prompt	attractive	special	quick
friendly	warm	popular	nervous
energetic	pretty	talkative	absent-minded
crabby	satisfied	impatient	respectful
scholar			

Look over the words you have circled. Do they describe some important things about you? Try to think of other words to describe yourself and write them in the spaces below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SELF ADJECTIVES LIST

DIRECTIONS:

From the list below, choose the ter adjectives that best describe you. Circle them. Put an "x" beside the 10 that you think described you a year or two ago.

able	free	pleasant	strong
accepting	friendly	questioning	stubborn
ambitious	gentle	quiet	tender
annoying	greedy	realistic	tense
bitter	giving	rebellious	thoughtful
bold	happy	relaxed	tough
brave	hard	reliable	trusting
calm	imaginative	religious	understanding
carefree	immature	respectful	warm
careless	independent	responsible	willing
caring	intelligent	self-conscious	wise
cautious	jealous	selfish	clever
kind	sensible	confident	lazy
sensitive	conforming	loving	serious
critical	materialistic	shy	determined
merry	silly	dreamy	nervous
sociable	efficient	noisy	energetic
normal	fair	organized	perfectionist

OBJECTIVE:

To develop an awareness of individual expression of feeling

ACTIVITY:

"How Do You Show"

MATERIALS NEEDED:

Film, Inside Out (15 minutes) Available at Area 7

PROCEDURE:

Show film and discuss individual expression of feelings.

ACTIVITY:

"Where Feelings Come From"

MATERIALS NEEDED:

Paper and situations

PROCEDURE:

Explain to the students that you are going to read certain situations and that they are to write down their reactions - how they would feel if the situation happened to them. After situations have been read and responses written, have some read aloud. Ask students if their feelings changed once they got additional information in each situation, and that yet the "outcome" really didn't ever change. Discuss the fact that feelings can come from thoughts.

CHECKSHEET:

Feelings About Other People

CHECKSHEET:

How Do You Feel?
Feelings About Self
How Do You Feel?

FEELINGS SEEK A WORD:

Write about 6 words. Tell a story in the tape recorder or draw a picture. (This could be set up as a learning station)

"WHERE FEELINGS COME FROM"

SITUATIONS:

a. Suppose you were walking down the hall in school one day, and you overheard me telling another teacher: "I hear that _____ is going to be kept back. He (she) failed the reading test." Write down the feeling you would have if this happened to you. Now suppose that as you walked further down the hall you heard the other teacher say: "It's too bad. I tried my hardest to help him read when he was in my class." Write how you now feel.

b. Suppose your mother bought you a new coat and told you to be careful not to get the coat dirty. As you are walking down the street, a car swerves near the curb and mud is splashed all over your coat. Write down how you would feel. Suppose you saw that the driver was your mother's friend and that she had swerved to avoid hitting a child. She stopped and offered you a ride home and said that she would explain what happened to your mother. Write down how you would now feel.

c. Suppose you are carrying a cardboard model of a toy you made for a class project through the park. You see a dime near one of the park benches so you put the toy down and another child sits on it. How would you feel? Now suppose you found out that the other child was blind and he couldn't see your cardboard model; how would you feel in this situation?

FEELINGS ABOUT OTHER PEOPLE

Check the sentences which tell how you feel about yourself and others.

_____ No one else ever has the troubles that I have.

_____ I have friends.

_____ I do the best I can everyday.

_____ People talk about me.

_____ I can do some things well.

_____ I can help people by being friendly to them.

_____ I can help other people.

_____ My family loves me.

_____ People are not trying to hurt me.

_____ The way in which I think is not always best.

Things you should understand about People:

1. People want friends.
2. Most people do the best that they can.
3. Most people want to help others.
4. Everyone needs help at some time.
5. All people have choices to make.
6. All people have trouble at some time.
7. All people make mistakes sometimes.
8. ALL PEOPLE ARE DIFFERENT.

HOW DO YOU FEEL?

	ALL THE TIME	SOMETIMES	NEVER
1. I like to take part in class activities.	_____	_____	_____
2. I ask the teacher for help whenever I need it.	_____	_____	_____
3. I help other pupils with their schoolwork except during tests.	_____	_____	_____
4. Schoolwork is more often fun than not.	_____	_____	_____
5. Our teacher really understands how we feel.	_____	_____	_____

FEELINGS ABOUT SELF

1.	Do you feel like crying when you are hurt a little?	Yes	No
2.	Is it easy for you to talk to the others in your room?	Yes	No
3.	Are many of the children smarter than you?	Yes	No
4.	Do you feel you are liked by most people?	Yes	No
5.	Do you have enough time to play?	Yes	No
6.	Are the children happy to have you in school?	Yes	No
7.	Do you feel lonely even when you are with people?	Yes	No

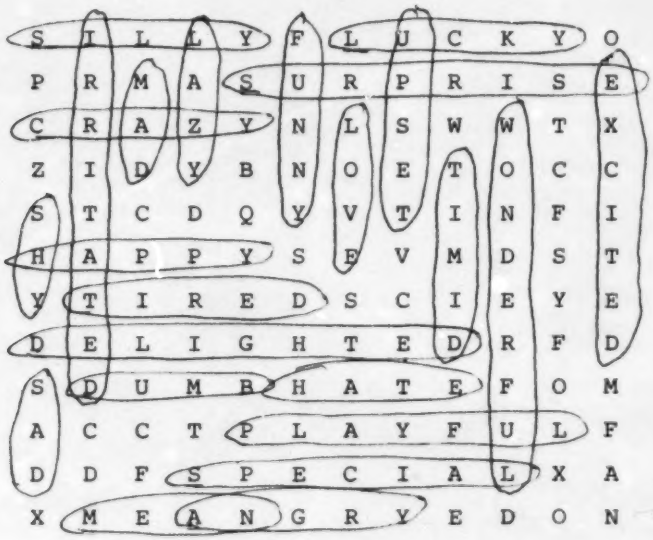
HOW DO YOU FEEL ABOUT...?

	JUST GREAT	PRETTY GOOD	FAIR	NOT SO GOOD	DON'T CARE
1. Your close friend (s)	_____	_____	_____	_____	_____
2. Other boys and girls	_____	_____	_____	_____	_____
3. Your mother	_____	_____	_____	_____	_____
4. The teacher in this class	_____	_____	_____	_____	_____
5. Your father	_____	_____	_____	_____	_____
6. Yourself	_____	_____	_____	_____	_____
7. Life in this class	_____	_____	_____	_____	_____
8. Life at home	_____	_____	_____	_____	_____
9. Doing things with playmates after school	_____	_____	_____	_____	_____
10. Doing things alone	_____	_____	_____	_____	_____

DIRECTIONS:

Hidden in this maze of letters, both vertically and horizontally, are 24 feeling words. Some of the words are pleasant, and some are unpleasant. Some might be thought of as both. See how many different feelings you can find. Draw a line around each one. Check your list with the key.

Write a story, draw a picture, or tell a story in the tape recorder that uses at least six of the feeling words.


S I L L Y F L U C K Y O
P R M A S U R P R I S E
C R A Z Y N L S W W T X
Z I D Y B N O E T O C C
S T C D Q Y V T I N F I
H A P P Y S E V M D S T
Y T I R E D S C I E Y E
D E L I G H T E D R F D
S D U M B H A T E F O M
A C C T P L A Y F U L F
D D F S P E C I A L X A
X M E A N G R Y E D O N

KEY:

irritated excited dumb surprise
mad shy delighted lucky
lazy mean tired love
funny sad happy silly
upset special crazy angry
wonderful playful timid hate

OBJECTIVE:

To develop awareness that every person is more than one thing

FILM:

W-2014, Feelings

ACTIVITY:

"Self Concept Circle"

MATERIALS NEEDED:

Self Concept Circle, per student

PROCEDURE:

Give each student a copy of the "Circle worksheet, and have them follow the directions. Discuss, share ideas and feelings. (Emphasize the point that we aren't just one thing, so that when someone criticizes us, that doesn't mean we're all bad, etc.)

Go over the chart they've been keeping in folder on Self Control. Note if they've improved. (Understanding Yourself)

ACTIVITY:

List 10 likes and dislikes.

PROCEDURE:

Have students list on a plain sheet of paper 10 things they like to do and 10 things they dislike doing. Have them go back to their feeling list and see if they can make a comparison.

SELF CONCEPT CIRCLES

DIRECTIONS:

Put your name in the center circle, and then write down things about yourself in the other circles - things you do, things you feel, and personal characteristics. You may use words such as, "rarely", "sometimes", "frequently", etc., in your descriptions. After completion, look at what you've written, and ask yourself: "Am I just one thing?" Try to make an "I learned that I" statement.